



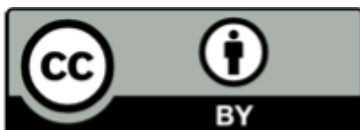
WORDPLAY

ENGLISH LANGUAGE
THROUGH LYRICS

FEATURING
BEN WILL



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<https://thelyricsproject.org>










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WORDPLAY

ICONS

For each heading in the materials, we have identified an icon to help instructors quickly find and identify information.

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Online Tip	

"Blade of Grass"

Ben Will

It's like a blade of grass dancing in the wind
It's like a rainbow lasting 'til 10 pm
It's like a kiss blown by the sun
It's like a cool drink of water on your tongue
It's like a blade of grass dancing in the wind

I've got a feeling of joy inside of me
It's way down deep and when
It starts moving around
There's such a power, a shift, a lift I feel
You cannot steal because it's mine
It was given to me
Influential, unconditional, follows me wherever I go

It's like a blade of grass dancing in the wind
It's like a rainbow lasting 'til 10 pm
It's like a kiss blown by the sun
It's like a cool drink of water on your tongue
It's like a blade of grass dancing in the wind

There's so much shame
And pain, darkness, doom and gloom
You would assume that we would be forever broken and down
But there is an energy inside and we can be forever free and
never bound by the conditions of doubt
It's powerful, essential, if you know, then you know

It's like a blade of grass dancing in the wind
It's like a rainbow lasting 'til 10 pm
It's like a kiss blown by the sun
It's like a cool drink of water on your tongue
It's like a blade of grass dancing in the wind
(repeated three times)

“Blade of Grass”

Ben Will

Associated Audio



“Blade of Grass” Ben Will

A2 Level Words**around** - preposition, surrounding something; on each side**broken** - adj., damaged or injured, no longer working**deep** - adj., having a large distance from the top or surface to the bottom**follow** - verb, to come or go after or behind somebody in order to watch where they go**if** - conjunction, used to say that something will happen only after something else happens or is true**kiss** - noun, an act of kissing someone**lift** - verb, to move something from a lower to a higher position**mine** - pronoun, the things that belong or relate to the person who is speaking or writing**moving** - verb, to change place or position, or to make something change place or position**so** - adverb, used to emphasize the quantity, quality or amount of something**steal** - verb, to secretly take something that does not belong to you, without permission**such** - determiner, used to emphasize a quality of someone or somethingB1 Level Words**condition** - noun, state that something or someone is in**doubt** - noun, a feeling of being uncertain about something or not believing something**energy** - noun, the power and ability to be very active without becoming tired**essential** - adj., very important and necessary

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forever - adverb, for all time in the future

lasting - verb, to continue to happen or exist

powerful - adj., having a lot of strength or force

tongue - noun, the large soft piece of flesh in the mouth which you can move and which you use for tasting, speaking, etc.

wherever - conjunction, in all places

B2 Level Words

Assume - verb, to think that something is true, without question or proof

bound - adj., certain to happen

darkness - noun, when there is little or no light

free - adjective, not limited or controlled

joy - noun, something or someone that makes you feel very happy

pain - noun, sadness or mental suffering caused by an unpleasant event

rainbow - noun, a half circle of seven colors that you see in the sky when rain is falling and the sun is shining

way - noun, the direction in which something is facing or travels

C1/C2 Level Words

blade - noun, a single flat leaf of grass

influential - adj., having a lot of influence

doom - noun, unhappiness and feeling no hope for the future

power - noun, strength or force

shame - noun, when you feel embarrassed and guilty about something bad that you have done

shift - noun, a change in something

unconditional - adj. done or given without any limits and without asking for anything for yourself



"Blade of Grass"

Ben Will

Activity Summary



Use the activities below for pre-listening tasks for the song "Blade of Grass."
Adapt the activities as needed.

Associated Audio



"Blade of Grass" by Ben Will

Lesson Plan



1. Ask students to take out a piece of paper and write down numbers 1-5 in a column.
2. Ask students to write down 5 things that make them happy.
3. When everyone is finished, ask students to walk around the room and share their answers with partners.
4. If students find a classmate with an answer similar to their own, they should write their classmate's name next to the answer they have in common.
5. After 5-10 minutes, ask students to sit down and write sentences about what makes them and their classmates happy. For example, "Spending time with friends make Sara, Amir, and I happy."
6. Finally, ask students to share their sentences in a small group.

More Challenging



Create a Gratitude Wall in the classroom, and tape students' sentences to the wall. Students can add more sentences about what makes them happy throughout the week.

Online Tip



Create a Padlet board (<https://padlet.com/>) and ask students to write 5 sentences about what makes them happy. Then ask them to read their classmates' sentences and look for similar answers.

Activity Summary



Students compete to find things they are thankful for and take photos.

Associated Audio



“Blade of Grass” by Ben Will

Lesson Plan



1. Print a copy of the scavenger hunt worksheet on the next page for each student (or each small group) in class.
2. After giving students a copy of the worksheet, tell them that they are going to find things they are grateful for.
3. Students use a phone or tablet to take pictures of each item on the list. If appropriate, students may walk around the school to find items.
4. Students write a few words to describe the item they photographed.
5. Encourage students to find all of the items and return to their seats as quickly as possible.
6. Finally, ask students share their photos with the class or small groups when they return.



Online Tip

Create a WhatsApp (or other messaging service) group for students to share their photos with the rest of the class.

Gratitude Scavenger Hunt

"When we focus on our gratitude, the tide of disappointment goes out and the tide of love rushes in." -Kristin Armstrong

Take a picture of the following items, write the name of the item, and be the first to finish!

Something you love	
Something that is your favorite color	
Something you are thankful for	
Something that makes you think or learn	
Something that represents your community or culture	
Something you like to read	
Something that is beautiful	

*Each item on your list must be unique.

"Blade of Grass"

Ben Will

Activity Summary



Students put song lyrics into the correct order.

Associated Audio



"Blade of Grass" by Ben Will

Before class:

- Print enough lyrics scramble sheets for one out of every three students.
- Cut the song lyrics on the dotted line.
- Mix up the order of the lyrics, taking care to keep lyrics from each sheet separate.

Lesson Plan



1. Put students into small groups and give each group of students a set of the cut-out lyrics.
2. Ask them to put the song lyrics in order.
3. Ask groups to check their answers with another group, and then listen to the song again to check the answers as a class.

Less Challenging



You can play this song several times, depending on the level and ability of your students.

Answer Key:

1. dancing
2. rainbow
3. drink
4. dancing
5. feeling
6. moving
7. steal
8. wherever
9. darkness
10. energy



"Blade of Grass"

Ben Will

It's like a blade of grass 1. _____ in the wind

It's like a 2. _____ lasting 'til 10 pm

It's like a kiss blown by the sun

It's like a cool 3. _____ of water on your tongue

It's like a blade of grass 4. _____ in the wind

I've got a 5. _____ of joy inside of me

It's way down deep and when

It starts 6. _____ around

There's such a power, a shift, a lift I feel

You cannot 7. _____ because it's mine

It was given to me

Influential, unconditional, follows me 8. _____ I go

It's like a blade of grass 1. _____ in the wind

It's like a 2. _____ lasting 'til 10 pm

It's like a kiss blown by the sun

It's like a cool 3. _____ of water on your tongue

It's like a blade of grass 4. _____ in the wind

There's so much shame

And pain, 9. _____, doom and gloom

You would assume that we would be forever broken and down

But there is an 10. _____ inside and we can be forever free and never bound
by the conditions of doubt

It's powerful, essential, if you know, then you know

It's like a blade of grass 1. _____ in the wind

It's like a 2. _____ lasting 'til 10 pm

It's like a kiss blown by the sun

It's like a cool 3. _____ of water on your tongue

It's like a blade of grass 4. _____ in the wind

(repeated three times)

Activity Summary



Students watch the video and fill in the missing words.

Associated Audio



"Blade of Grass" by Ben Will

Lesson Plan



1. Print enough lyrics gap-fill sheets (found on the next page) for each student.
2. Give each student their own lyrics gap-fill sheet.
3. Ask students to take 1-2 minutes to look at the song lyrics before listening.
4. Play the song and ask students to fill in the missing words. Play the song a second time to complete the worksheet.
5. Put students into groups of 2-3 to check answers.
6. Project the lyrics gap-fill sheet on the board, and ask students to come to the board to fill in the missing words, or write the numbers on the board and ask students to write the missing word next to the correct number.

Online Tip



This activity can be easily replicated online. Share the worksheet with students online, and put students into breakout rooms to check their answers in small groups. Ask students to write their answer for each number in the chat box, or by saying the word aloud.

Answer key:

- | | |
|------------|--------------|
| 1. dancing | 6. was |
| 2. sun | 7. wherever |
| 3. inside | 8. darkness |
| 4. moving | 9. broken |
| 5. power | 10. powerful |



It's like a blade of grass 1. _____ in the wind

It's like a rainbow lasting 'til 10 pm

It's like a kiss blown by the 2. _____

It's like a cool drink of water on your tongue

It's like a blade of grass 1. _____ in the wind

I've got a feeling of joy 3. _____ of me

It's way down deep and when

It starts 4. _____ around

There's such a 5. _____, a shift, a lift I feel

You cannot steal because it's mine

It 6. _____ given to me

Influential, unconditional, follows me 7. _____ I go

It's like a blade of grass 1. _____ in the wind

It's like a rainbow lasting 'til 10 pm

It's like a kiss blown by the 2. _____

It's like a cool drink of water on your tongue

It's like a blade of grass 1. _____ in the wind

There's so much shame

And pain, 8. _____, doom and gloom

You would assume that we would be forever 9. _____ and down

But there is an energy inside and we can be forever free and never bound by the conditions of doubt

It's 10. _____, essential, if you know, then you know

It's like a blade of grass 1. _____ in the wind

It's like a rainbow lasting 'til 10 pm

It's like a kiss blown by the 2. _____

It's like a cool drink of water on your tongue

It's like a blade of grass 1. _____ in the wind

(repeated three times)

"Blade of Grass"

Ben Will

Activity Summary



Students watch the video and then create similes similar to those in the song.

Associated Video



"Featured Phrases Video"

<https://thelyricsproject.org/package/ben-will/>

Lesson Plan



1. Print the similes worksheet on the next page of this activity for all students before class.
2. Before watching the video, tell students that they will need to write down a definition of a simile as they watch the video.
3. Play the video once while students take notes.
4. Tell students to check their answers with a partner and then check their answers with the class.
5. After defining what a simile is, give students the similes worksheet. They can work individually or in small groups.

More Challenging



If students are interested in similes, try the "Simile Poem" activity next.

Online Tip



This activity can be easily replicated online. Students can discuss their answers with their classmates in breakout rooms.

"Blade of Grass"

Ben Will

We use similes to describe two things using the words *like* and *as*. Using similes can make our writing more descriptive and interesting.

Find the similes that use the word *like* in the song "Blade of Grass." How many similes did you find? _____ Check your answer with a partner.

Underline the similes in the examples below. Then complete the following sentences to create your own similes using the words *like* and *as*.

Examples:

Her eyes are as bright as the sun.

Last night, I was so tired that I slept like a baby.

1. My mouth is as dry as

_____.

2. Last night, I ate dinner like

_____.

3. I swim like

_____.

4. I sing like

_____.

5. When I do math homework, I feel like

_____.



"Blade of Grass"

Ben Will

6. When I speak English, I feel like

_____.

7. When I passed my test, I was as happy as

_____.

8. My bedroom is as _____ (adjective) as

_____.

9. I can run as _____ (adjective) as

_____.

10. I feel as _____ (adjective) as

_____.

Now, write your own similes.

1. _____.

2. _____.

3. _____.



Activity Summary



Create a poem using similes. Adapt the activities as needed.

Associated Audio



“Blade of Grass” by Ben Will

Lesson Plan



1. First, complete the worksheet from the “Featured Phrases (Similes)” activity, so students can practice writing similes.
2. Show students the lyrics from the song “Blade of Grass,” and highlight the similes in the song.

It’s like a blade of grass dancing in the wind
It’s like a rainbow lasting ‘til 10 pm
It’s like a kiss blown by the sun
It’s like a cool drink of water on your tongue
It’s like a blade of grass dancing in the wind
3. Ask students what the song about and what the “it” in the song means? (There are no wrong answers.)
4. Give students 1-2 minutes to write down their ideas before sharing answers with a partner.
5. Discuss student answers as a class.
6. Tell students that they are going to write a poem using similes, and give them 5 minutes to brainstorm the topic of their poem. It can be about anything, good or bad. (If they need some ideas, suggest *my city*, *my family*, or *an event that was important to me*.)
7. Go around the room and ask students to share their topics.

“Blade of Grass”

Ben Will

8. Give students 10 minutes (or whatever time is appropriate) to write a short poem on their topic.

More Challenging



Create a Gallery Wall by taping student poems around the room. Give students time to walk around and read the poems.

Online Tip



Students can write their poems on an online discussion board or wall like Padlet (<https://padlet.com>). For speaking practice, students can record themselves and post their audio or video recordings online using a Padlet board, Flipgrid, or other online tool. For audio recordings only, students can use Vocaroo (<https://vocaroo.com>).

Activity Summary



Students watch a video and answer comprehension questions about the inspiration for the song "Blade of Grass."

Associated Video



"Song Inspiration Video"

<https://thelyricsproject.org/package/ben-will/>

Lesson Plan



1. Print the second page of this activity for all students.
2. Ask students to read the questions and take notes while they watch the video.
3. Play the video once while students take notes.
4. Tell students to check their answers with a partner.
5. Play the video again, so students can add any missing information.
6. After listening a second time, check the answers as a class.

Online Tip



This activity can be easily replicated online. Students can discuss their answers with their classmates in breakout rooms.

Read the following questions. Then, watch the video about the inspiration for the song “Blade of Grass” to help you answer the questions. Take notes while you watch the video.

1. What are winters in Detroit, Michigan usually like?
2. How did Ben Will get the idea for the song lyrics, “it’s like a blade of grass, dancing in the wind”?
3. Ben Will says we can be resilient. What does *resilient* mean?
4. What do the blades of grass in the song represent?
5. Judging from how Ben Will talks about winters in Detroit, Michigan, how do you think he feels about the cold and the snow?

Activity Summary



Students watch the video and answer the questions about slang using the video “Spoken vs. Written.”

Associated Video



“Spoken vs. Written Video”

<https://thelyricsproject.org/package/ben-will/>

Lesson Plan



1. Print the second page of this activity for all students.
2. Ask students to read the questions in Part A first. Tell them to take notes while they watch the video.
3. Play the video once while students take notes.
4. Tell students to check their answers to Part A with their partner, and then play the video again.
5. After listening a second time, check the answers as a class.

Online Tip



This activity can be easily replicated online. Students can discuss their answers with their classmates in breakout rooms.

Part B Answer Key:

1. H
2. G
3. A
4. C
5. D
6. B
7. F
8. E

A. Read the following questions. Then, watch the video "Spoken vs. Written" to help you answer the questions. Take notes while you watch the video.

1. "What up doe" is regional slang from Detroit, Michigan. It means....
2. "If you know you know" is abbreviated as _____. It means...
3. Do you know any American slang words? Write the words and their meanings.

B. Match the American slang words or phrases below with the correct meaning. Then write the word in the example sentence below its definition. Practice using the slang with a partner.

A. rent free	D. hits differently	G. bail
B. vibe	E. dope	H. G.O.A.T.
C. sus	F. throwing shade	

1. _____ **The greatest of all time**
Michael Jordan is the _____.
2. _____ **Leave quickly**
I've got to _____. I told Tim I'd meet him now.
3. _____ **Thinking about someone or something a lot**
She's been living in my head _____ all week.
4. _____ **Not to be trusted, suspect**
I don't know if I trust him. He seems _____.
5. _____ **So good it makes you feel differently**
That new album by Beyoncé just _____.
6. _____ **The feeling a place or person gives, usually a good feeling**
The new café by school is a _____.
7. _____ **To criticize someone**
I hope you don't think I was _____ at you.
8. _____ **Cool, awesome, great**
Those new sneakers are _____.

